

Management of Organisations

Leading Teams

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What is a Team?

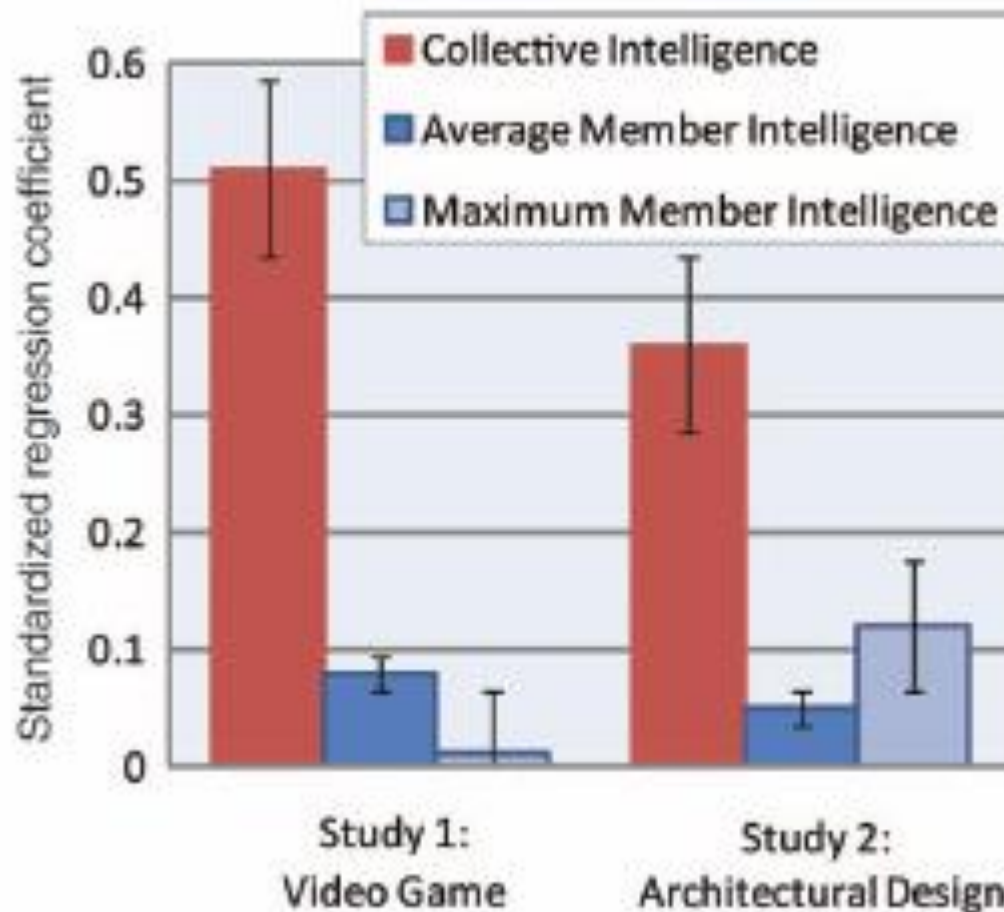
Definition: “a *small number of people with complementary skills* who are *committed to a common purpose, performance goals, and approach* for which they hold themselves *mutually accountable*.”

- The essence of a team is common commitment
- All teams are groups, all groups are not teams
- Virtual Team:
 - A virtual team is a group of people who interact through interdependent tasks guided by common purpose and work across space, time, and organizational boundaries with links strengthened by webs of communication technologies (Lipnack & Stamps, 1997)

Difference between a working group and a team

Working Group	Team
Strong, clearly focussed leader	Shared leadership roles
Individual accountability	Individual and mutual accountability
Group purpose = broader organizational mission	Specific team purpose that the team itself delivers
Individual work products	Collective work products
Runs efficient meetings	Encourages open-ended discussion and active problem-solving meetings
Measures effectiveness indirectly, e.g. through organizational performance	Measures performance directly by assessing collective work products
Discusses, decides, and delegates	Discusses, decides, and does real work together

Is there something called Group Intelligence?



- *What contributes to group intelligence?*
 - *Social sensitivity*
 - *Even participation*
 - *% of women (mediated by social sensitivity)*

What is an Effective Team?

3 interrelated criteria in assessing overall team effectiveness (Hill, 1995):

1. Does the team's *output* (e.g., decisions, products, services) meet the standards of those who have to use it?
2. Does the team experience contribute to the *personal well-being and development of the members*?
3. Does the team experience enhance the capability of the *members to work and learn together in the future*?

Types of team tasks (Steiner, 1966)

- Disjunctive
 - One right answer
- Conjunctive
 - Needs everyone's effort, 'weakest link' effects
- Compensatory
 - Strengths and weaknesses of individual team-members complement one another
 - Synergistic

Task Interdependence in Teams (Thompson, 1967)

- Pooled
- Sequential
- Reciprocal

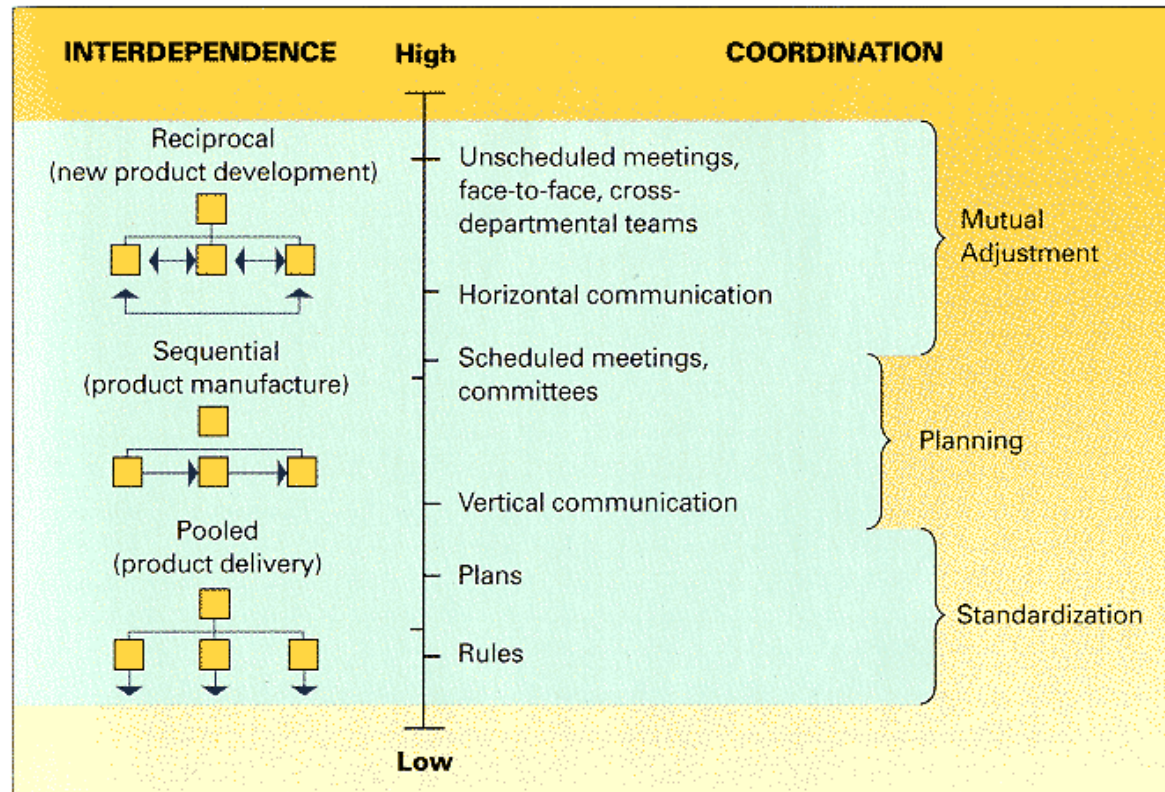


Exhibit 4.12

Primary Means to Achieve Coordination for Different Levels of Task Interdependence in a Manufacturing Firm

Source: Adapted from Andrew H. Van de Ven, Andre Delbecq, and Richard Koenig, "Determinants of Communication Modes within Organizations," *American Sociological Review* 41 (1976): 330.

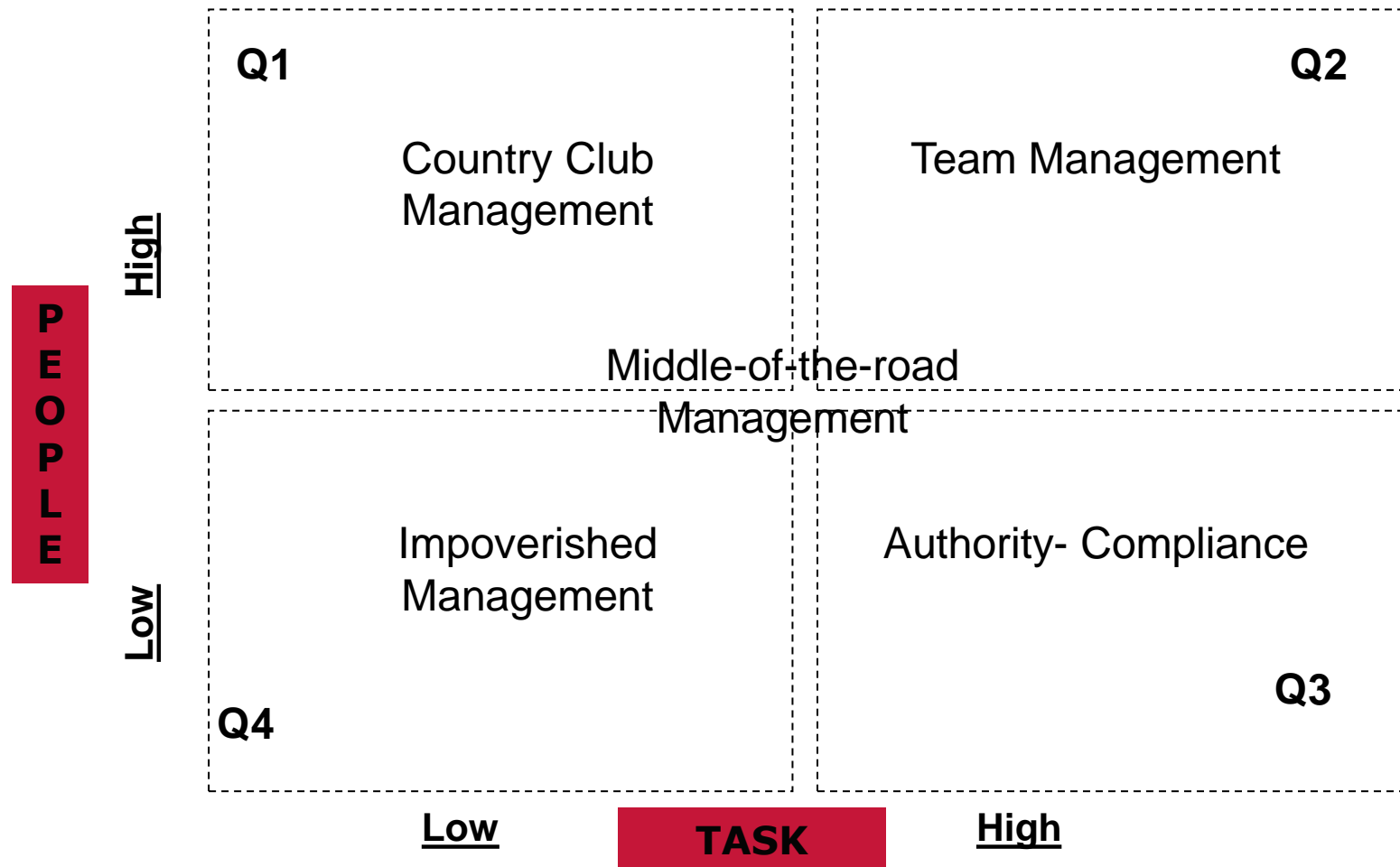
Types of Teams (Katzenbach & Smith, 1995)

- Teams that recommend things *e.g., task forces, committees, consultants*
 - Almost always work to deadlines, therefore vital to
 - » Get off to a fast and constructive start
 - » Deal with the ultimate handoff to get recommendations implemented
 - Disjunctive or Compensatory task
 - ***Reciprocal or Mutual adjustment interdependence*** (Mintzberg, 1980)
- Teams that make or do things *e.g., manufacturing, operations teams*
 - Usually no deadline, therefore focus on performance metrics is vital
 - Conjunctive or Compensatory task
 - ***Pooled, Sequential or Reciprocal interdependence*** (Thompson, 1967)
- Teams that run things, *e.g., top management teams*
 - Vital to decide whether to adopt a “real team” hands-on approach or not
 - Disjunctive or Compensatory task
 - ***Mutual adjustment interdependence*** (Mintzberg, 1980)

Team Formation

- Choosing appropriate team members crucial, and tricky
- Experts recommend that teams should err on the side of too few members rather than too many (else risk of 'social loafing')
- Strike right balance between
 - Homogeneity, which leads to efficiency, and
 - Heterogeneity, which leads to greater creativity
- 3 categories of skills required of team-members:
 - Technical or Functional Expertise
 - Problem-solving and Decision-making skills
 - Interpersonal skills
- Team member roles can be classified into:
 - *Task Roles*: enable the work group to define/clarify, and pursue common purpose
 - *Maintenance Roles*: foster supportive and constructive interpersonal relationships

Behavioural Theories of Leadership



Belbin's Team Roles

	Role	Key Contribution
Action-oriented Roles	Shaper	Challenges the team to improve
	Implementer	Puts ideas into action
	Completer Finisher	Ensures thorough timely completion
People-oriented Roles	Coordinator	Acts as a chairperson
	Team worker	Encourages cooperation
	Resource investigator	Explores outside opportunities
Thought-oriented Roles	Plant	Presents new ideas and approaches
	Monitor-Evaluator	Analyzes the options
	Specialist	Provides specialized skills

Team Formation

Suppose you formed a team based on psychographic factors e.g. Belbin and obtained the following two teams.

Demographic Fault-Line

Male,
Chinese

Male,
Chinese

Male,
Chinese

Female,
British

Female,
British

Female,
British

Male,
Chinese

Male,
British

Male,
Chinese

Female,
Chinese

Female,
British

Female,
British

No Fault-Line

Tuckman's Five-Stage Group Development Model

Stage	Characterized by
Forming	Uncertainty about group's purpose, structure, and leadership
Storming	Conflict, resistance to constraints on individuality
Norming	Cohesiveness, group identity, common set of expectations
Performing	Task-orientation, cooperation, trust
Adjourning	Focus on socio-emotional aspects

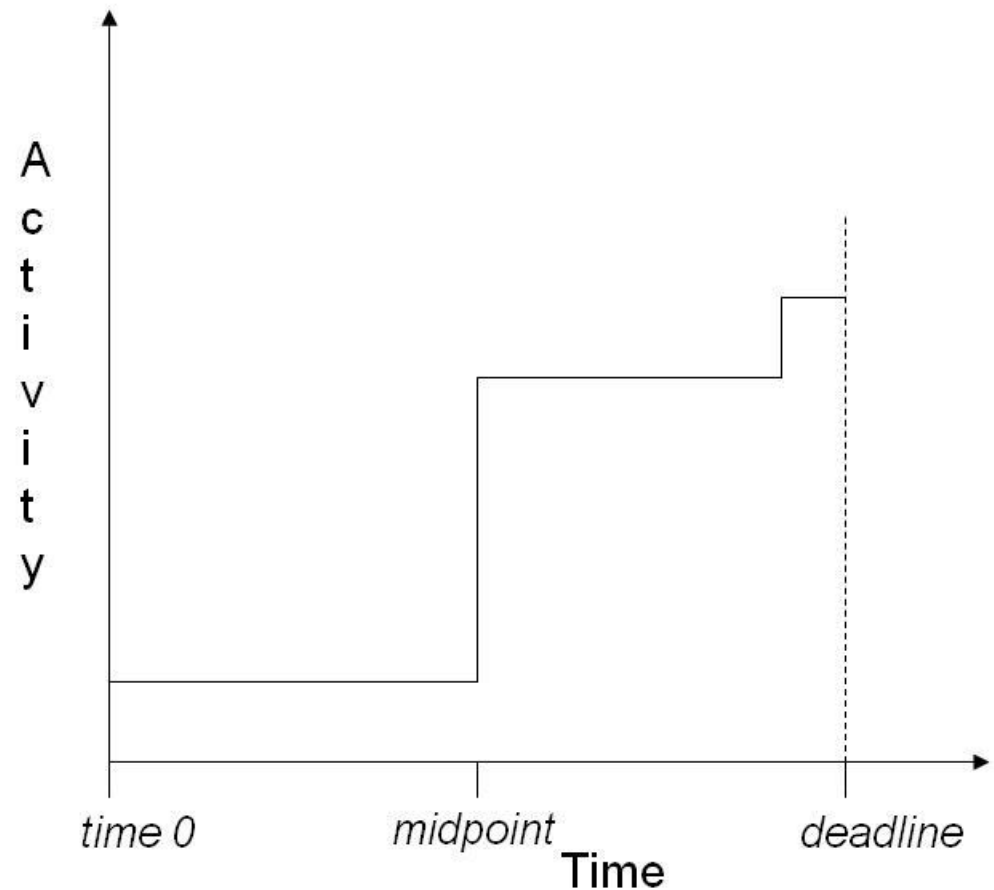
Gersick's Punctuated Equilibrium Model

Temporary Groups with Deadlines

- Time is Salient

2 Phases

- Pre-Mid-Point
- Post-Mid-Point
 - » Pre-End-Point



Managing Teams

- Before starting a team or committee, managers/leaders need to ask themselves if a team is necessary or desirable
 - Difficult to learn new material or perform complex tasks in the presence of others
 - Perhaps due to the disparity between the standard of excellence that is desired and the individual's current level of performance
- Managing a team is NOT like managing a collection of individuals (Hackman, 2002)
- Challenge is to manage the paradoxes
 - Embrace *individual* differences and *collective* identity and goals
 - Foster *support* and *confrontation* among team members
 - Focus on *performance* and *learning and development*
 - Balance managerial *authority* and team member discretion and *autonomy*
 - Attend to the triangle of relationships (Manager, Individual, Team)

David Fletcher

- JFP
 - Structured differently from other funds
 - Portfolio managers focus purely on stock picking (“*specialization*”)
 - Intentionally small ‘organization’
 - Low on structure
 - Avoiding bureaucracy
- Portfolio managers are terrible people managers
 - *Thought v/s people orientation, Belbin model*
- Fletcher and Whitney
 - Mentoring is not the same as building a team
 - Ability and willingness of the subordinate/team-member matters
 - Time (length of relationship) matters
- Rationale for team
 - Move from being a “one-man band” (shift from 1 → 2 and then from 2 → 3 is less smooth than 3 → 4, 4 → 5, and so on)
 - Do the in-depth company analyses

David Fletcher

- Recruitment: profiles hired
 - Whitney – recent college graduate, administrative assistant
 - Doyle – 12 years consulting experience
 - Kindred – 9 years venture capital business
 - Fiske – part-time JFP consultant, experienced portfolio manager
 - Robinson – PhD in economics, investment background, healthcare stocks
- Recruitment process
 - One interview – Whitney, Doyle
 - Five interviews – Kindred
 - Better to meet one candidate five times or have five different interviewers meet the candidate once?
 - No interview (?) - Fiske
 - Two interviews – Robinson
 - Both Fletcher and Kindred met Robinson

David Fletcher

- Team formation – Factors considered
 - Bright
 - Same evaluation criteria
 - But not same thought process
 - Diverse backgrounds
 - Interpersonal compatibility
 - Yet, not be “yes men” (*‘task related conflict’*)
- Team structuring, team-member placement
 - Certain analysts good at collecting facts, others good at making judgment calls (basis for *departmentalization?*)
 - 3 options
 - Part-time consultants → analysis (*‘reciprocal’* interdependence)
 - “Seasoned” analysts → have their own pie, buy/sell → expand the pie (*‘pooled’* interdependence) (*“autonomy”*)
 - “Junior” analysts → coach/mentor/train → integrate them gradually (*‘compensatory’* task)
 - Seniority versus Autonomy

David Fletcher

- Building the team
 - Formation
 - Option 2: 'seasoned' analysts
 - Cultural fit between Doyle and portfolio management?
 - No 'common ground' between Whitney and Doyle (kind of demographic faultline)
 - Whitney/Kindred versus Whitney/Doyle
 - Reward
 - Base salary + 10% of DF's share
 - Task interdependence
 - 'Pooled', i.e., low interdependence between Whitney and Doyle
 - However, moderate/high reward interdependence between them
 - 'Reciprocal' interdependence between Whitney/Doyle and Fletcher

David Fletcher

- Managing the team
 - Structures/processes
 - No formal structures or processes or ‘culture building’ activities
 - Meeting to discuss ‘what had gone on throughout the day’
 - ‘Relationship conflict’ between Whitney and Doyle
 - Cultural model not explicitly communicated
- Managing the team’s triangle of relationships
 - Fletcher vis-à-vis Whitney, Doyle, Kindred
 - Whitney, Doyle, Kindred among themselves
 - Team (Fletcher, Whitney, Doyle, Kindred) as a whole